

Name: \_\_\_\_\_ (     )

Class: \_\_\_\_\_

Y6 IDU ( 2014-2015 )

## **Make Creativity Fly 讓創意飛翔**

Language and Literature (Chinese) / Mathematics - 語言和文學(中文) / 數學  
Summative Assessment - 總結性評估

### **Statement of Inquiry 探究聲明:**

Understanding model design and ancient culture is powerful to enhance creativity and self-expression.  
(了解模型設計和傳統文化能有效地提高創意和自我表達能力。)

### **Key concept and Related concepts 關鍵概念和相關概念:**

Creativity, Model, Self-expression ( 創意 , 模型 , 自我表達 )

### **Global Context 全球背景:**

Personal and Cultural Expression ( 個人與文化表達 )

### **Introduction:**

You have completed a seminar / talk and workshop about “Kite” and should be aware of the history and origin of kite, different types of kite, different functions of kite and how to make a kite successfully.

In the coming two and a half days, you will be given more time to research, design, make and try to fly your group and own kites.

You will be finishing the following 3 summative tasks and a kite flying competition.

### **Kite flying competition:**

In order to encourage you to make the most beautiful and successful kite, we will give award to the following student(s) who created:

1. The best design kite
  - With traditional styles
  - Successfully express personal / cultural feeling
  - Colourful
2. The most successful kite
  - Most balanced
  - Can fly in the sky / air successful
3. The most long life kite
  - Can fly and stay for the longest time in the sky / air

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### **Summative Task 1: (Criterion A)**

#### **#1 Students create kites applying Chinese traditional styles**

To be successful you should follow guidelines:

Draw the design of your own kite in your journal (1st draft)

- Decide a suitable scale
- Use suitable 2D shape
- Use correct form of transformation (reflection/ symmetry)
- Indicate the outline of the chinese traditional styles picture / diagram
- Indicate the detail of the design (reason / feeling you are expressing)
- Indicate the color to be used (not need to color the draft)

Draw the good design on the kite paper provided (final copy)

- Enlarge your chinese traditional styles picture / diagram with pencil first
- Make sure your picture is drawn to scale
- Make sure your picture is symmetrical
- Make sure the detail of your design express your feeling/ meaningful
- Color the picture with your pre decided color

Make and try to fly the kite

- Make sure the sticks are placed properly (stay symmetrical/ correct proportion)
- Make sure the strings are tied in correct positions (to be balanced)
- Make sure the kite fly successfully (test the kite by flying it and record your experience to be used for task 2)

### **總結性任務二: (標準 A) --- (評核語言和文學 (中文科的標準C和標準D的學科基礎))**

#### **#2 寫一篇以製作經驗及放飛感受 / 領悟為題的隨筆**

甲、三天日誌

- 資料搜集: (有關風箏的歷史、淵源、款式、風俗傳統)
- 設計的構思: (圖案、款式、材料、文化意涵)
- 製計和創作上所遇到的困難及解決方法
- 製作過程反思
- 製成品互評

乙、一篇隨筆

- 寫一篇以風箏為主題的隨筆小品 (內容必須環繞製作經驗和個人感受)
- 題目自擬
- 字數不少於三百字

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**Summative Task 3: (Criterion D)**

**Time allowed: 2 lessons**

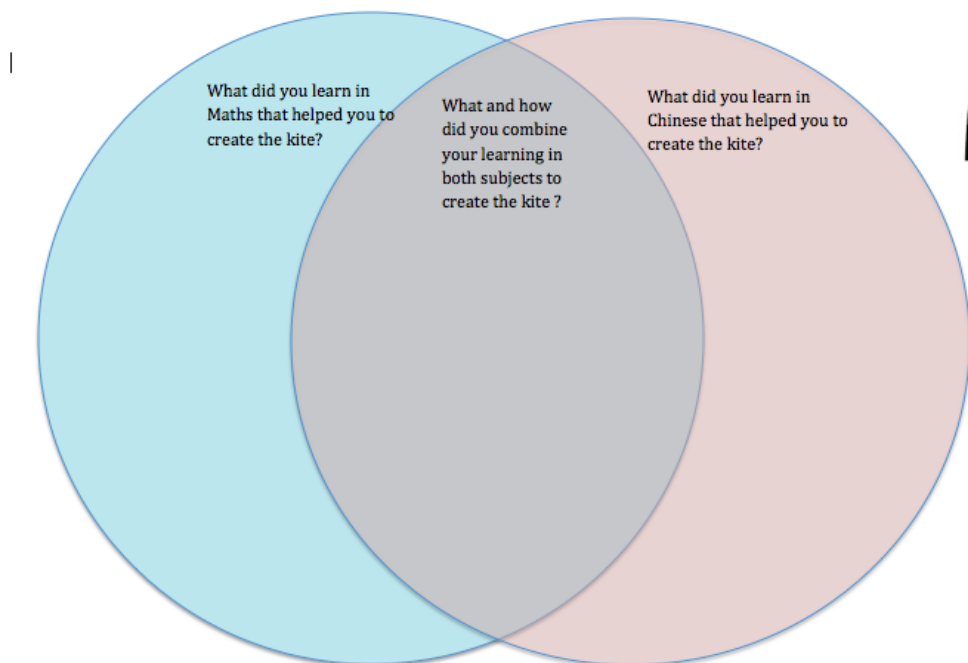
#3 Students write reflections to describe the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations and evaluates strengths and limitations of the interdisciplinary learning process.

**Formative steps:**

1. Students as a group to complete an interdisciplinary unit graph for reflecting on the development of their own disciplinary and interdisciplinary understanding. (15mins)

**Y6 IDU--Interdisciplinary Graph**

As a group use **15 mins** to complete the graph below



2. Students as a group to discuss and evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in kites making. (15mins)
3. Each group share their thoughts on padlet (Collaborative Opinions Wall) (10mins)
4. Teacher project the wall on the screen at the same time and discuss the findings with the whole class. (10mins)

**Summative task:**

5. Students use the information on the wall to create a piece of reflection (around 300 words, in Chinese or English) (40mins)

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**Criterion A : Disciplinary grounding (標準A : 學科基礎)**

Achievement Level	語言和文學（中文） （任務特定細則）	Mathematics (task specific rubric)	IDU Assessment Descriptors (IBO published MYP1)
0	學生沒有達到以下細則描述的任何標準。	The student: • does not reach a standard described by any of the descriptors below.	The student: • does not reach a standard described by any of the descriptors below.
1-2	學生： <ul style="list-style-type: none"> <li>● 展示出有限的思想和想像</li> <li>● 針對語言、文學和視覺手法，很少做出風格方面的選擇</li> <li>● 選擇了很少相關的細節和例子來支持想法</li> <li>● 運用了有限範圍的適當詞彙和表達形式</li> <li>● 使用不正確的語法、句法和標點符號；</li> <li>● 有限地拼寫（字母語言）、書寫（字符語言）和發音；</li> <li>● 運用有限的非語言交流技巧。</li> </ul>	The student: • create a kite without using suitable 2D shape or symmetry.	The student: • demonstrates limited relevant disciplinary grounding.
3-4	學生： <ul style="list-style-type: none"> <li>● 展示出一些思想和想像</li> <li>● 針對語言、文學和視覺手法，做出一些風格方面的選擇</li> <li>● 選擇了一些相關的細節和例子來支持想法</li> <li>● 運用了一定範圍的適當詞彙和表達形式</li> <li>● 某程度上使用正確的語法、句法和標點符號；</li> <li>● 某程度準確地拼寫（字母語言）、書寫（字符語言）和發音；</li> <li>● 運用一些適當的非語言交流技巧。</li> </ul>	The student: • create a kite with suitable 2D shape or symmetry.	The student: • demonstrates some relevant disciplinary grounding.
5-6	學生： <ul style="list-style-type: none"> <li>● 較清晰地展示出相當好地思想和想像</li> <li>● 針對語言、文學和視覺手法，做出考慮周全地風格方面的選擇</li> <li>● 選擇了充分的相關的細節和例子來支持想法</li> <li>● 運用了廣泛而恰當的詞彙和表達形式</li> <li>● 很大程度上使用正確的語法、句法和標點符號；</li> <li>● 很大程度上準確地拼寫（字母語言）、書寫（字符語言）和發音；</li> <li>● 充分運用適當的非語言交流技巧。</li> </ul>	The student: <ul style="list-style-type: none"> <li>• create a kite with suitable 2D shape and symmetry.</li> <li>• The kite is kind of balanced and can fly in the sky with some success only.</li> </ul>	The student: • demonstrates most necessary disciplinary grounding.
7-8	學生： <ul style="list-style-type: none"> <li>● 展示出高度的思想和想像</li> <li>● 針對語言、文學和視覺手法，做出敏銳的風格方面的選擇</li> <li>● 選擇了大量的相關的細節和例子來支持想法</li> <li>● 有效地運用了一定範圍的適當詞彙和表達形式</li> <li>● 使用的語法、句法和標點符號高度準確；</li> <li>● 拼寫（字母語言）、書寫（字符語言）和發音高度準確；</li> <li>● 有效地運用適當的非語言交流技巧。</li> </ul>	The student: <ul style="list-style-type: none"> <li>• create a kite with suitable 2D shape and symmetry applying chinese traditional style</li> <li>• the kite is balanced and can successfully fly in the sky.</li> </ul>	The student: • demonstrates extensive necessary disciplinary grounding.



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Criterion D: Reflecting (標準D: 反思)

Achievement Level	IDU Assessment Descriptors (IBO published MYP1)
0	The student: <ul style="list-style-type: none"><li>• does not reach a standard described by any of the descriptors below.</li></ul>
1-2	The student: <ul style="list-style-type: none"><li>• describes strengths and limitations of the interdisciplinary learning process in a limited way.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• describes strengths and limitations of the interdisciplinary learning process</li><li>• states some limitations or benefits of disciplinary knowledge in specific situations.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• explains strengths and limitations of the interdisciplinary learning process</li><li>• states some limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• evaluates strengths and limitations of the interdisciplinary learning process</li><li>• describes some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</li></ul>